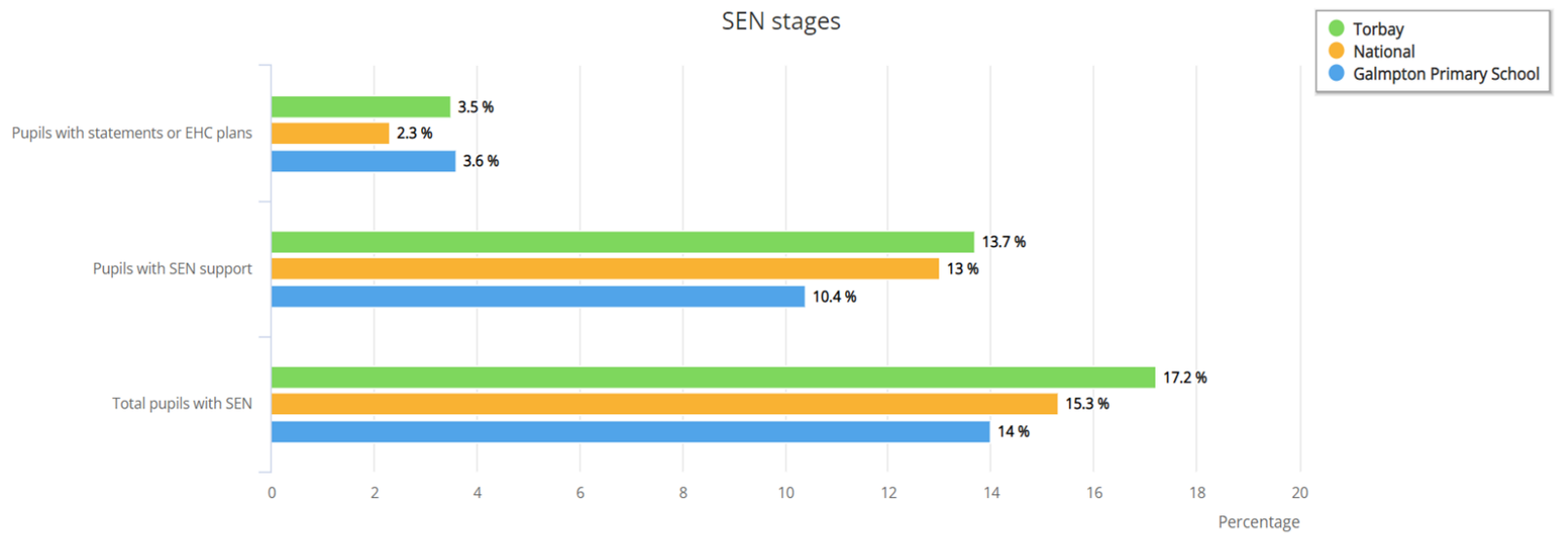


SCHOOL POLICY AND PROCEDURE

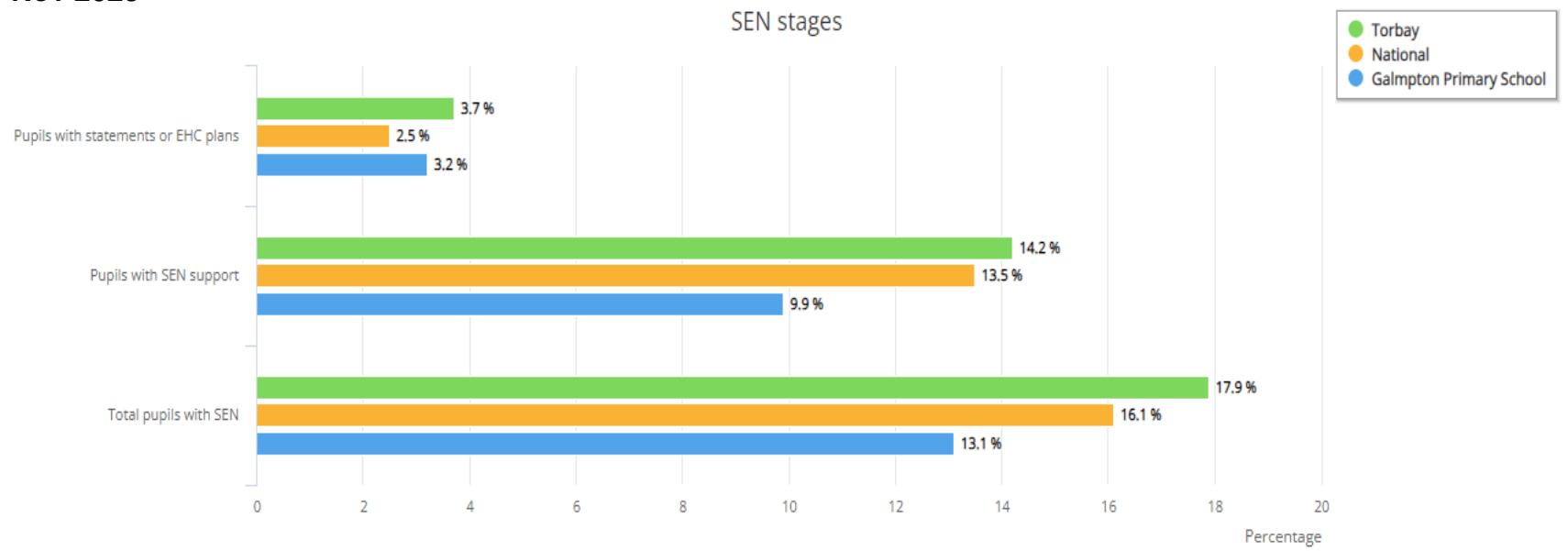
<p>When was the SEN policy last reviewed and when will it be reviewed next?</p> <ul style="list-style-type: none"> ▪ Who is involved in reviewing the policy? ▪ Does the policy reflect and meet needs of pupils? 	<p>The ACE SEND policy was produced in February 2020, then reviewed and approved by Directors in March 2021 and again in February 2022. Amendments will need to be made in line to Torbay’s response to the White paper around SEND reforms. SENDcos with the board will be responsible for reviewing the policy every two years. This is a comprehensive document that covers all aspects of the 2015 Code of Practice.</p> <p>It includes our principles and vision for our SEND pupils, key duties of the school in regard to the 2015 code of practice and the requirements schools must undertake for all SEND pupils.</p> <p>Schools also have to write a local offer describing their provision for pupils, how they will ensure progress, the school’s accessibility and how they will also include parents in their education. This is separate to the SEND policy but must also be available on the school website.</p> <p>The ACE SEND policy also includes a glossary which governors may find useful.</p> <p>The SENDco along with the headteacher creates a SEND action plan that aligns to the policy and the annual school improvement plan.</p>
<p>Describe the progress on any parts of the School Improvement Plan relating to SEN</p>	<p><u>Key planned actions 23/24-Impact for SEND pupils</u></p> <ul style="list-style-type: none"> • Regular and effective CPD opportunities on metacognitive development will ensure that all pupils will have a toolkit/range of strategies to support their understanding of themselves as learners. • Through increased conferencing and reflective questioning opportunities, pupils will be able to confidently express themselves as learners and articulate where learning is problematic • Teachers will provide frequent opportunities for pupils with SEND to reflect, use thinking skills and learn with greater independence which will be evident through discussion and in learning journals. • Data from careful provision mapping analysis, regular observation and monitoring will demonstrate that interventions from teachers and learning support assistants are closing gaps and children are increasingly able to access their age related curriculum • Early interventions are ensuring that children have bespoke provisions before a diagnosis/assessment is sought through the use and implementation of a finely tuned graduated approach. • Individual Learning Plan monitoring and learning walks demonstrate that teachers effectively adapt their planning and provision to ensure needs are met so that progress for SEND pupils is accelerated • All staff to complete TISUK training and achieve whole school trauma informed accreditation. • All staff are very clear about the new BRP and implement the policy consistently and effectively for children who struggle to self-regulate and manage their own behaviour and relationships <p><u>Key Lines of Enquiry for 23/24 (see SEND action plan)</u></p> <p>Objective 1- Ensure pupils with SEND develop highly effective metacognitive skills so that they can make even greater progress.</p>

	Objective 2- The number of pupils who have additional needs are continuing to make rapid progress through QFT and impactful/timely interventions.		
How does the school identify children with special educational needs?	<p>The identification of children with special educational needs will include one or several of the following:</p> <ul style="list-style-type: none"> - Outcomes (identified in progress Meetings and ongoing assessments) - Class teacher's assessments and observations - Concerns expressed by the parent - Children with significant social and emotional challenges that are disrupting or preventing children from learning - School and national assessments - Liaison with the child's previous setting, other school or agencies involved - Referrals from other agencies 		
How many children in the school have special educational needs? How many EHCPs are in place?	AREAS OF NEED	NUMBER OF PUPILS-29 (14%)	PUPILS WITH EHCP-7 INCLUDED IN OVERALL SEND
	Communication and Interaction	15	5
	Cognition and Learning	6	1
	Social, Emotional and Mental Health (behaviour)	6	1
	Sensory or Physical	2	0

Feb 2023



Nov 2023



<p>How many children have met the exit criteria and no longer need that support?</p>	<ul style="list-style-type: none"> • The current picture-There are 29 pupils (13.1%) on our current SEND register including 7 pupils (3.2%) with Education Health and Care Plans . Overall SEND register has decreased by 1.4% from last year. • Of the 29 children on our SEND register there are 20 boys. Of 7 children with EHCPs, 4 are in KS2. 2 children have had their EHCPs ceased in the last year due to meeting all outcomes. • 2 children with EHCPs left the school in July 23 - both Y6 pupils moving onto Secondary school, one of those in to selective education. We currently have 2 EHCP requests in place.
<p>ONGOING AND DAILY SUPPORT FOR PUPILS</p>	
<p>How are pupils with SEN ensured access to the curriculum?</p>	<ul style="list-style-type: none"> • Quality First teaching including carefully adapted planning to respond to children's' needs • Daily reading sessions and additional phonic sessions • Individualised plans that identify small steps for progress • Individual timetables (often visual) • Scaffolded/supported learning in class • Additional learning sessions e.g., pre-teaching and 'over-teaching e.g., 3 reading sessions a day • Interventions such as Read, Write inc and Precision Teaching • Pastoral/Thrive support • Wellbeing warriors -our mental health strategy • Use of additional adults-LSAs • Enrichment programmes-Sirona • Physical support e.g., adapted chairs • Multi-sensory learning • Speech programmes-Language link • Memory programmes
<p>What are the targets for children with special education needs ?</p>	<p>Targets are set on an individual basis. These are included on the front covers of our learning enquiries that that children with additional needs are very clear about the outcomes they need to achieve across a half termly period. These are referenced frequently for pupils, ensuring that children have access to an engaging and motivating curriculum whilst also increasing acquiring basic reading, writing, communication and maths skills. The targets are broken down from the EHCP and include the smaller steps required to achieve a learning outcome. Targets are shared with parents and outside agencies such as the educational psychologists. Plans are reviewed half termly and parents discuss progress towards the targets at specific SEND parents evening. These are longer sessions held outside of the termly parent evenings and allow teachers the opportunity to go through ILPs, to review and assess the impact of learning across the term. We regularly check in with every child on the register and have exceptional communications with parents. Our SEND parent/ carer forum also allows us the opportunity to share strategies and best practise around some of the targets set.</p>
<p>How are interventions timetabled so that children are receiving additional support?</p>	<p>Many children on our register receive early morning interventions beginning before other children come into school. Teachers begin pre teaching sessions and one to one intervention at these times too. Our phonics, reading sessions and other reading interventions are timetabled so that the whole school participates in daily reading sessions. Pastoral programmes mostly take place in the afternoons with additional intervention including SHINE, Speech and Language Link, The Power of One/ Plus Two (Maths) Read, Write Inc one to one sessions also taking place.</p>

How are staff deployed to ensure progress for SEND pupils?	Where we can, we avoid assigning children a one-to-one LSA. Research shows that often these are the children who make the slowest progress. We try hard to ensure children do not become dependent and over reliant on LSA support. We continually look for opportunities to share best practise through our LSA meetings that happen once every two weeks. A child who has significant behaviour challenges (and an EHCP) has a 1 to 1 TA to support their needs. Other learning support assistants support children in class for Maths and English and then begin interventions for the remaining of the day. These are only stopped where TAs cover teachers PPA time.
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PROVISION, INCLUDING STAFFING FOR SEND PUPILS

Are all the relevant plans in place? (Provision maps, individual education plans, pastoral plans)	<p>All children are on the school's provision mapping tool stating their prime area of need and the support that is in place for them. Our intervention planning enables us to provide bespoke interventions for our SEND children whilst ensuring that they also access quality first teaching with adult support in class where needed. ILPs are written half termly and shared with the child and parents who have an input into the plan.</p> <p>The SEND register is reviewed termly by the SEND leads (KB, THE SENDCO) by teachers, with supporting information given by learning support assistants. We aim to use all the evidence acquired to consider what type of plans will deliver the best progress for each child. Where children are not responding well to a plan or intervention, we adapt the provision.</p>
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<p>How are school resources deployed?</p> <ul style="list-style-type: none"> ▪ How many LSAs ▪ Any external support ▪ Equipment and any adaptations 	<p>Resources are deployed dependent on the individual needs of the children. Some children at Galmpton require 1:2 or 1:1 support, others need specialised equipment and resources, whereas some children require support at specific times of the day or for particular activities which are carefully planned out.</p> <p>We currently have 3 HLTAs and 7 LSAs (some LSAs are part time) who work alongside the class teachers and SENDCO to provide support for the children. Our SENDCO has moved into her role as inclusion lead including a role support SEND across the whole Trust. The Headteacher continues as CFC (cared for children) Lead.</p> <p>External support is provided for by a private Educational Psychologist bought in by the school, referrals are made to other external agencies when needed such as Occupational Therapists, Speech and Language support, the School Nursing Team, Portage, Family Support, Medical support and Local Authority support. The school works closely with both parents and outside agencies to ensure a child's needs are fully met and any advice given taken on board. The headteacher continues as vice chair of the Virtual school.</p>
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Are there any budget/resource issues in terms of SEN provision?	Funding never covers the actual costing of LSA support. The school is required to make up the difference from Element 3 from its delegated budget. This is proving to be an increasing challenge for the school. In September 2022 we received £44932 for our 8v EHCP pupils. Learning Support Assistant salaries to support these children is currently in the region of £80k
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PROGRESS FOR SEND PUPILS

How is SEND progress monitored?	<ul style="list-style-type: none"> • Ongoing assessments by class teachers and LSA supports • Progress against small steps and ILP targets • Use of entry/exit data for specialist programmes and interventions • Use of Insight and tracking facility to look at progress • Teacher daily/weekly/termly assessments • Ongoing Monitoring and observation plan/peer reviews • Observations by external agencies and ongoing input/ support • PEP meetings and termly review meetings with parents
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How is progress for SEND pupils measured?	Teachers at Galmpton continuously monitor the progress of all children and this will be reviewed on at least a termly basis. If a child is having universal provision the child's progress will be reviewed and reported back to parents each term through parents evening and other forms of communication. If a child is having targeted or specialist provision then the child's progress will be reviewed every six to eight weeks or after a timely intervention. This will be fed back to the parent via the teacher and through meetings if appropriate. If the child and family are part of the TAF process then this information will be shared at the regular meeting and the targets, strategies and interventions will also be reviewed. Any parent is able to speak to their child's teacher at any point through this process and they are also able to contact the SEND Team to find out any information on their child's progress. The method of assessment and review will depend on the type of intervention the child is part of – for example if the child is having cognition and learning interventions then the LSAs leading these will keep a record of progress on the child which are updated after each session and used to inform the planning of the next steps. A summary of these record of progress sheets will be completed and uploaded to the provision mapping tool. A 1:1 meeting with the SENDCo to review the intervention will also ensure that it is the correct intervention moving forwards for the child. The targets set for the children will be SMART and depend on what their main area of need comes under. If the child has speech and Language needs for example then their targets will come from Speech and Language Link or from the SALT depending on their level of need. If the child's needs come under the remit of SEMH then we will use the Boxall Profile to guide us.
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What Progress are SEND children making?	2023 Results-No. of SEND children TA assessments	Reading ARE	Writing ARE	Maths ARE
	KS1 – (4 pupils)	66%	33%	33%
	KS2- (7 pupils including 2 EHCP)	71%	57%	57%

STAFF TRAINING AND OTHER AGENCIES

Has the SENCO undertaken the necessary training? What training has the SENDco taken part in the last year?	<p>The SENDCo attends all forums and LA meetings. SEND trust improvement TIGs are held termly where best practise is shared. The SENDco has undertaken a number of training courses over the past year, having completed her NASENDco course in the last two years. In addition our SENDco recently achieved a distinction in her Level 5 TISUK trauma informed diploma. She has also passed her L5 mental health leads diploma. Both course were at degree foundation level.</p> <p>. Training includes:</p> <ul style="list-style-type: none"> • LA SEND courses including SEND updates and the graduated response • Wellbeing/mental health for pupils • Torbay SEND briefings • Emotionally Based School Avoidance or EBSA training • Ongoing provision mapping training • Graduated Approach training • Trauma/ attachment informed training • Subject lead support with Kate Anthony, Educational Psychologist • ASD/behaviour support training with Mayfield
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Have the relevant staff members received appropriate training? What training have	<p>The SENDco has then disseminated the above training to all staff. The SENDco regularly trains all staff as part of her role. This year the SENDco has moved into an additional Pastoral role. The Headteacher has carried out behaviour management training with all staff and The SENDco also led two SEND PDMs for all staff on ensuring provision and interventions align with our ACE curriculum. In March 2022 our SEND offer and provisions were recognised as being highly effective by OFSTED, with pupils making good progress from their starting points. The report noted that ‘ In addition many staff completed online training through Flick. Courses completed by staff include:</p> <ul style="list-style-type: none"> • Positive behaviour in the Early Years
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they undertaken over the last year?	<ul style="list-style-type: none"> • Autism Awareness • Equality and Diversity • Masking in school • Listening skills • Mental Health Awareness
Which external agencies and support agencies are the school working with and how well is this working?	<p>We work with a number of outside agencies and all refer to others when needed, this included the Local Authority, the School Nurse Team, Occupational Therapists and other medical services. These relationships are generally very positive and work well to support the children.</p> <p>The SEND Local authority advisor meets three times a Year with the SENDCo. These meetings involve sharing evidence of impact of interventions and provision on outcomes with our children with an EHCP. This required THE SENDCO to share the effective allocation of resources. The feedback from Sarah Dovey SEND advisor ,was very positive about our provision for our children with EHCPs. Sarah asked THE SENDCO to deliver a session at the SEND Network briefing around our support for children with Social, Emotional and Mental Health Needs.</p> <p>We work very closely with the Virtual school, KB is vice chair of Governors for the school and has a close working relationship with the team. Last Year all our CLA had EHCPs. Most of CLA have EHCPs and we are seeking RSA for two CLA children this Year. The addition of the Beach room over this past year has provided a very useful venue for external agencies to work in with children and with supporting adults.</p>

WORKING WITH FAMILIES

What communication strategies are in place for parents/carers of children with SEN?	<p>Over the past couple of years we have developed a SEND support group for families. Despite interruptions and difficulties meeting over the COVID period we now have a regular group of parents accessing this support group. At our recent session on sensory needs 12 joined the session led by the occupational therapy service. Feedback was very positive and the group continues to meet and share their experiences, the challenges and many successes. As part of our ethos, we have an 'open door' policy in which parents are able to discuss any issues / concern or have questions answered as the occur.</p> <p>Alongside this we have official meeting times, these are as follows;</p> <ul style="list-style-type: none"> - Termly meetings to discuss ILP's - EHCP annual review meetings - Parents evening meetings - Meetings arranged by appointment when necessary - Parent / Educational Psychologist / Class Teacher meetings <p>We have a wealth of information of on our website, a link that our parents of children with SEND say has been invaluable for them especially over lockdown periods. The SENDco collated a huge amount of SEND support groups and websites and made available a number of downloadable resources. Feedback from SEND parents has been very supportive and appreciative.</p> <p>See: https://www.galmptonprimary.org/send-home-learning</p>
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What do parents say about the provision offered by the school?	<p>Feedback from parents continues to be very positive. This was evident in our most recent questionnaire to parents, as part of the local authority review and from our Family SEND support group. Parents acknowledge the great efforts all staff go to, to deliver appropriate and relevant lessons and interventions. They appreciate our continued support and accessibility across the academic Year. Feedback from our Year 6 leaver parents and carers was particularly positive as children moved on to the next stages of their education with many successes achieved in what has been the most challenging year in school for them.</p>
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REVIEWING SEND ACROSS THE YEAR

<p>What is going well?</p>	<ul style="list-style-type: none"> • The recognition from OFSTED around how well our pupils with additional needs are doing (OFSTED March22) • The rapid progress made for many of our SEND pupils since returning in Autumn following interruptions as a result of covid. • A well-qualified and knowledgeable SENDco who knows our SEND children's needs • Provision for SEND pupils – a variety of interventions that have impact and are led by skilful teaching assistants • Reading support sessions • Pre teaching interventions including phonics catch up • Language link interventions for pupils with communication needs • Implementation of the graduated response • Summer term SEND deep dive with much to celebrate • A highly skilled support team that understand how to respond effectively around individual needs
<p>What is going less well and needs to be part of a SEND action plan?</p>	<ul style="list-style-type: none"> • Some of our most vulnerable children continue to struggle as a result of home circumstances and the traumas they experience. Our commitment to becoming the first trauma informed accredited school in Torbay is ongoing and we hope to achieve this in 2024. We are working closely with external agencies, but the support these children need is considerable and their needs are complex. • We continue to look at assessment systems to track our SEND pupils so we can better measure the impact of our work • COVID has left a legacy of increased need and additional supports
<p>How has the school continued to secure more rapid progress for SEND learners?</p>	<p>OFSTED, March 2022 noted that '<i>Pupils, including those with special educational needs and/or disabilities (SEND), are fully prepared for their next stage of education. Pupils develop independence and quickly become confident learners. They learn well alongside their peers.</i></p> <p>We continue to prioritise our SEND pupils in terms of offering school places but also ensuring that contact is frequent for those children staying at home. We have a thriving parent/carer group who are actively involved in communicating their views and seeking additional training opportunities for themselves and the school. Teachers carefully adapt learning and this continues to be timely and challenging. A recently adapted LSA timetable is ensuring that our most vulnerable learners have impactful interventions that are short and frequent. This ensures that our pupils with SEND have access to both a broad and balanced curriculum alongside their bespoke interventions.. The SEND link on our website is helping parents find additional support and we continue to make referrals and requests for support where we feel this is necessary..</p>